

**THE EFFECT OF THINK ALOUD STRATEGY TOWARD
STUDENTS READING COMPREHENSION ON NARRATIVE
TEXT AT ELEVENTH GRADE STUDENTS OF SMA
NURUL HIDAYAH KARANG PUCUNG WAYSULAN
SOUTH LAMPUNG**

**A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-
Degree**

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ABSTRACT

This research focused on the effectiveness of using think aloud strategy towards students' reading comprehension on narrative text at eleventh grades of SMA Nurul Hidayah Karang Pucung Waysulan South Lampung. This research used quantitative experimental research method. The goal of the experiment was to prove the think aloud strategy is effective to improve students' achievement in the classroom. This research was done by researcher at eleventh grade IPA 1 and IPA 2 of SMA Nurul Hidayah Karang Pucung Waysulan South Lampung. Each class consist of 32 students. There were three instruments used in collecting data, they were by observation, documentation, test. In experiment, the procedure was started from tryout, pretest, treatment, posttest. The treatment were aimed to give improvement to the students' skill.

Based on the research result in experiment. Think aloud strategy improved the students' reading comprehension. The research instruments in this research are observation, interview sheets, and test. The result of the data analysis in this research are pre-test until post-test 2 that the average of pre-test was 67.5. Then, the implementation of think-aloud strategy in teaching, there is an increase become 93.1. Based on the teaching and learning activities, the result of pretest until post-test are increased. It is about 90 % of the students can achieve the minimum passing criteria (KKM), so this research is success. The conclusion is the implementation of think-aloud strategy is effective to improve students' reading comprehension.

Keywords : Experimental Research, Reading Comprehension, Think Aloud Strategy.

DECLARATION

I hereby declared this thesis entitled: “The Effect Of Think Aloud Strategy Toward Students Reading Comprehension On Narrative Text At Eleventh Grade Students Of Sma Nurul Hidayah Karang Pucung Waysulan South Lampung In The Academic Year Of 2019/2020” is fully my work. I am very aware that I have cited several statements, references, and ideas from various sources and it is well recognized in this thesis.

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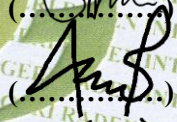
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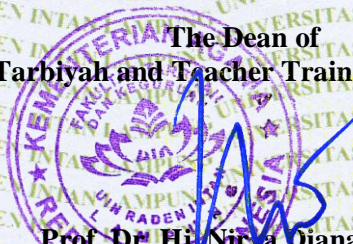
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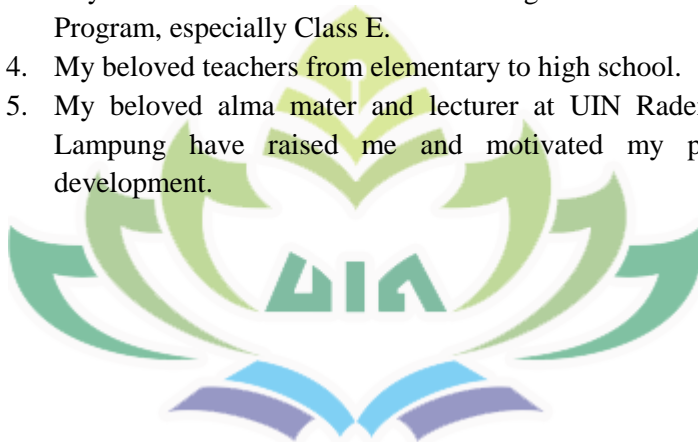
“Sometimes we are tested not to show our weakness, but to find our strength”



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. A.haetomi, mother of the late Mrs. Nurlaila, sister of hilal nazmi, youngest sister of M.abby abdan, grandmother of Kurniasih mother, grandfather of ust jayadi. who continue to pray and always provide motivation for my life.
2. Beloved : My husband M.syaifullah and my beloved daughter Khadeeja Nur rahma, who have always been patient, taught, supported, and encouraged me to complete this thesis.
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4. My beloved teachers from elementary to high school.
5. My beloved alma mater and lecturer at UIN Raden Intan Lampung have raised me and motivated my personal development.



CURRICULUM VITAE

The name of the researcher is Nesii hawasi, born in Mekarsari[U1] on 20 February 1998. He is the first child of Mr. A.haetomi and the late Mrs. Nurlaila.

The researcher started his education at SDN 1 Karang Pucung Elementary School and graduated in 2008. After completing his education at Elementary School, the researcher continued his studies at MTS Negeri Banjarsari and graduated in 2011. Then, he continued. in SMA plus Al-ismailiyun and graduated in 2014. After that, in 2015 he continued to UIN Raden Intan Lampung and took the English Education Study Program, Faculty of Tarbiyah and Teacher Training.

While studying at UIN Raden Intan Lampung, the researcher participated in the Organization of the Student Activity Unit for the Indonesian Red Cross Volunteer Corps, the Raden Intan State Islamic Institute of Lampung (KSR PMI UIN Lampung), the Scouts of the Raden Intan Lampung State Islamic Institute.



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This thesis was presented to the English Education Study Program at UIN Raden Intan Lampung. The main purpose of writing this thesis is to fulfill some of the student's tasks as part of the requirements for obtaining an undergraduate degree.

Then, the researcher would like to thank the following parties for their ideas, time, and guidance to complete this thesis:

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Bandar Lampung, Januari 31, 2022

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TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
CHAPTER I INTRODUCTION	
A. Background of Problem	1
B. Identification of The Problem	5
C. Limitation of Study	5
D. Formulation of The Problem	6
E. Objective of The Problem	6
F. Signification of The Research	7
G. Scope of The Research	7
CHAPTER II LITERATURE REVIEW	
A. Reading	9
1. The Purpose of Reading	9
2. Models of Reading	10
3. Approaches in Reading	12
4. The Phase of Reading	14
5. Technique of Reading	15
B. Reading Comprehension	17
1. Definition of Reading Comprehension	17
2. Level of Reading Comprehension	17
3. Strategies for Reading Comprehension	19
C. Think Aloud	19
1. Definition of Think Aloud	19
D. Previous Study	23
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	27
B. Setting of Research	27
C. Population and Sample	28

D. Techniques od Collection Data	29
E. Research Instrument.....	30
F. Technique of Analyzing Data.....	31
G. Statistical Hypothesis	32

CHAPTER IV RESULT AND DUSCUSSION

A. Result of The Research	33
1. The Validity of Test.....	33
2. The Reliability of Test	34
3. The Result of Pretest.....	35
4. The Result of Posttest	35
5. The Result of Normality Test	36
6. The Result of Homogeneity Test	37
7. The Result of T-Test.....	37
B. Discussion of Findings	38

CHAPTER V RESEARCH METHODOLOGY

A. Conclusion.....	43
B. Suggestion	44

REFERENCES

APPENDICES



LIST OF TABLE

Table 1 Student's Score for Reading Comprehension of Native Text.....	4
Table 2 The Result of Realibility Test	34
Table 3 The Result of Normality Test.....	36
Table 4 The Result of Homogeneity Test.....	37



CHAPTER I

INTRODUCTION

A. Background of problem

English language is the foreign language that universally became one of important lessons in the elementary school, junior high school, senior high school even in university level that used everywhere and in any condition. Hence, it is the obligation for student to learn English language during they are still studying. Because by learning English language, the students are expected to have a mean to develop their knowledge of science, technology, culture, tourism, and the others.¹

In learning English language, it may happen in many forms of act such as speaking, listening, writing and reading. Reading is a very complex mental process. Reading skill involves the ability to read and comprehend what has been read. Knowing to read alone does not make sense. The reading process reaches its intended purpose when the comprehension is fulfilled. Reading comprehension refers to the fact that a reader reaches new conception by synthesizing what has been learned and visualized from the sources (visual and written) they have encountered using their prior knowledge.²

Learning how to read does not mean to directly understand the text for students. For this reason, students

¹ Abbot, G, *The Teaching of English as an International Language*, Glasgow: Collin, 1981), p.4

² Fauziah, Eni Rosnija, Eusabinus Bunau, *Teaching Reading Comprehension on Narrative Text Through Content Literarcy Strateg*, (Pontianak: Universitas Tanjung Pura, 2016), p.2

should be trained about reading comprehension. There are various techniques and strategies are used for teaching the reading comprehension. Introducing these strategies through appropriate texts will contribute to the development of the students reading comprehension skills. Hence, the students still hardly can take understanding through the material and skill they have. In the other hand, the case when the students are experiencing the difficulties in reading not only faced by students but also from the teacher that are still rare to teach and informing about the skill and strategy in reading correctly.³

In teaching a reading, one of teacher's main functions when training the students is not only to persuade them on the advantages of skimming and scanning, but also to make them see that the way to read vitally important.⁴ As the teacher, he always expects the students to concentrate on the minute of what they read to get the detail information and comprehend the text. In the other hand, the students are not that capable to grab the result of reading itself, so need more of attention. Moreover, six principles behind the teaching of reading⁵, as follows:

1. Reading is not passive skill. Reading is incredibly active occupation. To do it successfully, the students have to understands what word mean, see the picture of words are painting, understand the arguments, and work out of if agree with them.
2. Students need to be engaged with what they are reading.

³ Aebersold, Jo Ann and Field, From Reader to Teaching Reading: Issues and Strategies for second Language Classroom,(New York: Cambridge University Press, 1997)

⁴ Harmer, Jeremy, How to Teach English, (England: Ocelot Publishing Oxford, 2007), p.69

⁵ Harmer, Jeremy, How to Teach English, (England: Ocelot Publishing Oxford, 2007),p. 70-71

When they are really fired up of the topic, or the task, they get much more what is in front of them.

3. Students should be encouraged to respond the content of reading text, not just to the language. The meaning of the text, the message of the text is as just important and the teacher must give the students change to respond the message in some way.
4. Prediction is major factor in reading. teacher should give the students “hints” so they can predict what is coming to. It will make them better and engaged reader.
5. Match the task to the topic. Teacher should choose the good reading task, the right kind questions, engaging and useful puzzle, etc.
6. Good teachers exploit reading text to full. Good teacher integrate the reading text into interesting class sequences, using topic for discussion, and further task, using the language to study and later for activation⁶

This means that, the good result will appear when the students and teacher are collaborate giving the soul to the issue. The strategy that may influence the good result of reading in teaching system is by using “think aloud” strategy”. “think aloud” means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection (Cohen,1987). By means of asking their subjects to say whatever goes through their minds, researchers hope to get a more direct view of the mental processes readers are engaged in while reading.⁷

⁶ Day, R.R. and Bamford, J, “Top Ten Principles for Teaching Extensive Reading”, Reading in a Foreign Language, (Vol. 14, No. 2, 2002)

⁷ SB and Jeffries L, Mikulecky. 1990. Power Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster. New York: Pearson Group.

In many cases, there are a lot of students from many schools are still don't understand about the basic technique of reading itself. Eventhough it is the basic aspects of reading that should be understood by the students for example, skimming, scanning and many more. Furthermore, students in SMA Karang Pucung Waysulan South Lampung also experience this kind of issue in their teaching system. As stated the research result:

Table 1
Student's Score for Reading Comprehension of
Narrative Text

No.	Score	Student	Total	Percentage
1.	<70	20	20	57%
2.	>70	15	15	43%
3.	Total	35	35	100%

Source: Documentation at the 11th grade SMA Nurul Hidayah Karang Pucung Waysulan South Lampung Academic Year 2019/2020

It can be seen above, the result when the students facing the work to be filled by their understanding. More than a half of the population in a class were lack of the knowledge of the strategy to face the right way. The students are rarely understood the technique and skill that they had to have. The skills and strategies of the students are still lack, even they are still confused to distinguish the grammar and how to pronounce the word which is become the basic of knowing English. Moreover, the students are rarely practicing and passively read a text.

In this study, the researcher wants to do an experiment by using a “think aloud” strategy to improve and increase students understanding about reading in order to know how far students know about the technique in reading and due to improve the scores of the students. In this case, the researcher wants to do the experiment in SMA Nurul Hidayah Karang Pucung Waysulan South Lampung especially in grade 11th. The experimental research that conducted is entitled “THE EFFECTIVENESS OF

THINK ALOUD STRATEGY TOWARD STUDENTS READING COMPREHENSION ON NARRATIVE TEXT (A Study at the eleventh Grade Students of SMA Nurul Hidayah Karang Pucung Waysulan South Lampung Academic Year 2019/2020)”.

B. Identification of the Problem

Based on the background of problem above, the writer formulates the identification of study as follows:

1. The students have difficulties in understanding the structure of narration text.
2. The teachers are rarely to apply the technique “think aloud” in reading.
3. The students are experiencing the difficulties in absorbing the meaning of the text, in case they are still lack in grammar and pronunciation.

C. Limitation of the study

In this research, to limits the study in using the strategy of “think aloud” in reading a narrative text. This study will focus on the 11st grade of at Senior High School

nurul hidayah South Lampung in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the background of study above, the formulation of the problem are as follows:

1. What are the differences in students before and after taught about think aloud strategy through their reading at the eleventh Grade Students of SMA Nurul Hidayah Karang Pucung Way sulan South Lampung Academic Year 2019/2020?
2. What is statistically significant difference between the gain scores of the students who taught the reading comprehension by thinking-aloud strategy at the eleventh Grade Students of SMA Nurul Hidayah Karang Pucung Way sulan South Lampung Academic Year 2019/2020?

E. Objective of the problem

Based on the background of study above, the objective of the problem are as follows:

1. The researcher wants to know the differences in students before and after taught about think aloud strategy through their reading at the eleventh Grade Students of SMA Nurul Hidayah Karang Pucung Way sulan South Lampung Academic Year 2019/2020.
2. To emphasize the significant of difference between the gain scores of the students who taught the reading comprehension by thinking-aloud strategy at the eleventh Grade Students of SMA Nurul Hidayah Karang

Pucung Way sulan South Lampung Academic Year 2019/2020.

F. Significance Of the Research

The significance of the research as follow

1. Theoretically

The result of this research can provide information related to problem of The skill and technique of reading that is used by students and teachers in the studying system. it also can provide basic information of think aloud strategy about how and when the strategy is being used. Furthermore, this research can be meaningful, insight for further researcher in doing the same field of matter.

2. Practically

The result of this study is suggested to apply the think aloud strategy to increase the students' competence in English reading skill. Furthermore, the use of think aloud strategy in reading can make the students are more enjoyable in doing their tasks associated with the reading materials.

G. Scope of the Research

1. Subject of the Research

The subjects of the research are the students in the grade 11th of SMA Nurul Hidayah in the year 2019/2020.

2. Object of the Research

The object of the research is think aloud strategy that being used on a narrative reading text in the grade 11th of

SMA Nurul Hidayah in the year 2019/2020.

3. Place of the Research

The research is conducted in SMA Nurul Hidayah located in Karang Pucung Way Sulan South Lampung Regency.

4. Time of the Research

The research is conducted on the second semester in academic year 2019/2020 on April to May.



CHAPTER II

LITERATURE REVIEW

A. Reading

Reading is decoding process of written symbols, working from smaller units (individual letter) to larger ones (words, clauses, and sentences). Another Experts, stated that reading is the way of the reader gets a message from the text. Furthermore, Brown in Karyawati defines reading as a process of negotiating meaning; understanding it, and in take is the product of that interaction. According to Carrell and Eisterhold in Fauziati, reading is an interactive process between the reader's background knowledge and text.

Based on the definition above, it can be concluded that reading is a process of interaction between reader and text to get information and respond to a message from the text. The process of getting meaning influenced by background knowledge and expectations of the reader.

1. The Purpose of Reading

According to Rivers and Temperly in Karyawati, the purposes of reading are to obtain information and instructions; to act in play; to keep in touch with friends by correspondence or to understand business letters; to know when or where something will take place or what is available; to know what is happening; and for enjoyment or excitement. Nuttal stated that reading has purposes to get something from the writing such as facts, ideas, and enjoyment. Furthermore, Harmer

divided the purpose of reading into two general purposes. First, reading for pleasure, people reading the interesting

materials, such as comics, novels or magazine. Second, reading for usefulness text, people read because they need the information contained in the text, such as book, newspaper, encyclopedia and so on.

Hence, there are the purposes in reading, they are: to get information, to obtain the instructions, and for pleasure. If the people want to read for spending time, it means that reading is just for pleasure. It is different when they read a textbook or a recipe. They read it because we need information. In this case, reading is to get information.

2. Models of Reading

The scientists describe what happens to the reader when they use the model they created. Bannet in Aebersold and Field provides a thorough summary of three main models of how reading occurs, they are:

1. Bottom-up theory

It means the reader constructs the text from the smallest unit, from letter to words to phrases sentences, etc. and then automatically, readers are not aware of how it operates. Decoding is an earlier term in this process. Here some features of the bottom-up model of reading⁸ as follows:

⁸ Boothe, Ken & Walter, Leah B. 1999. What is a Top-Down Reading Model. Available at <http://www.sil.org/lingualinks/literacy/reference/materials/glossaryofliteracyterms/WhatIsABottomUpReadingModel.htm>

- a) Identify letters features;
 - b) Link these features to recognize letters;
 - c) Combine letters to recognize spelling pattern;
 - d) Link spelling pattern to recognize words; and
 - e) Proceed to sentence, paragraph and text- level processing.
2. Top-down theory

It argues that the reader brings a great deal of knowledge, expectations, assumptions, and questions to the text, and given a basic understanding of vocabulary, they continue to read as long as the text confirms their expectations.

Then, in top-down model reading has some features⁹. They are:

- a) Readers can comprehend a selection even though they do not recognize each word;
- b) Readers should use meaning and grammatical clues to identify unrecognized words;
- c) Reading for meaning is primary objective of reading rather than mastery of letters, letter/sound relationships, and words;
- d) Reading required the use of meaning activities rather than the mastery of a series of word recognition skills;
- e) The primary focus of instruction should be the reading of sentences, paragraphs, and whole selections;
- f) The most important aspect about reading is the

⁹ ibid

amount and kind of information gained through reading.

3. The interactive school of theory

It argues that both bottom-up theory and top-down theory are combined when a text is read. They occur alternatively or in the same time depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use and culturally shaped beliefs about reading. There are three models of reading such as bottom-up model, top-up model, and interactive model. Bottom-up model that is reading is basically a matter of decoding of written symbol, while top-up model emphasizes the reconstruction of meaning rather than decoding of form, and the interactive model is combining between bottom-up and top-up model so that readers use both models in their reading activity.

3. Approaches in Reading

The range of approaches to teaching reading in the classroom may include several aspects within the skills to whole language instructional continuum. A major approach should meet basic criteria; observable in actual classroom and derived from theoretical base that top-down, bottom-up, or interactive. Adhering to these criteria, there are four major approaches to the teaching of reading; prescriptive approach, basal reading approach, language experience approach, and literature based approach.

a) **Prescriptive Approach**

Perspective approach is a kind of individualized which is often favored by teachers devote large chunk of the reading period to work on phonic¹⁰. They focus on sound- letter relationship instruction. This approach of teaching reading has come to mean two very different approaches to teachers.

b) **Basal Reading Approach**

Basal reading is kind of approach occupying the central and broadest position on the reading instructional continuum. This approach used basal readers to teaching reading¹¹. Basal reading program comes to the closest to an eclectic approach. That is, within the basal reading program itself some elements of the other approaches are incorporated.

c) **Language Experience Approach**

Language experience approach needs students to experience reading as rewarding and successful process. It is difficult to assemble an adequate supply of literature for the wide range of abilities found in every classroom, especially if some of the students are not proficient in English. This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process.

¹⁰ Mukhroji, M. 2011. The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension. Bandung: PT Remaja Rosdakarya

¹¹ ibid

d) Literature-Based Approach

Literature-based approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information.

4. The Phases of Reading

There are three main phases needed to be followed in reading activity, namely:

1. Pre-reading

The activities during pre reading may serve as preparation in several ways, namely: to assess students' background knowledge of the topic and linguistic content of the text; to give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess; to clarify any cultural information which may be necessary to comprehend the passage; to make students aware of the type of the text they will be reading and the purposes for reading; and to provide opportunities for group or collaborative work and for class discussion activities.

2. While-Reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

3. Post-reading

Post-reading activities function as a closing mark for a reading class. The followings are advisable activities for post- reading:

- a. Answering question to show comprehension of messages to multiple- choice or true/false questions.
- b. Students are given several possible summary-sentences and asked to say which of them fits to the text.
- c. Writing as follow up to reading activities related to the passage We can also ask students to write a summary with several guided questions.
- d. Speaking as follow up to reading activities, for examples, debate interview, discussion, role play, etc. Associated with the passage they have read.

5. Techniques of Reading

There are the main ways of reading as follow¹²:

1. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. Skimming is used to gather information quickly. The reader skims in order to satisfy a very general curiosity about a text. It also helps the readers to recognize their thought and specify what information they can get a book, so that their subsequent reading is more

¹² Patel and Jain. (2008). English Language Teaching: Methods, Tools, and Technique. New York: Sunrise Publisher and Distribution.

efficient. For example, reading a newspaper (quickly to get general news of the day), business and travel brochures(quickly to get the information).

2. Scanning

Scanning is quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.

For example, a conference guide and airplane schedule. Scanning involves these steps:

- a. Determine what key word to look for
- b. Look quickly through the text for those words
- c. When you find each word, read the sentences around it to see if they provide the information being taught.
- d. If they do, not ret further. If they do not continue scanning.

3. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not for every detail word. For example, reading business books.

4. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In

this way, each text is read carefully and thoroughly for maximum comprehension. For example, a contract, a book keeping report.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension refers to read for meaning, understanding and entertainment. It involves higher order thinking skill and is much complex than merely decoding specific word. Reading comprehension possible.

Another experts states that reading comprehension is a through which a reader aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction.

From the statement above, it can be concluded that reading comprehension is an active process of understanding a text which has specific purpose as efficiently as possible that is aimed to get more information in term of reader's experimental background and it is used by the reader to interpret what he or she has got from reading that text.

2. Level of Reading Comprehension

There are four types of reading comprehension often distinguished based on reader's purpose and

types reading used¹³. These are the levels of reading comprehension, as follows:

a. Literal Comprehension

Reading is in order to understand, remember or recall the information explicitly contained in a passage.

b. Inferential Comprehension

Reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring.

c. Critical Comprehension

Reading is in order to compare information in a passage with the reader's own knowledge and values.

d. Appreciative Comprehension

Reading is in order to gain emotional or the kind or the kind valued response from a passage.

From the statement above, to achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

¹³ Richards.2013.Applied Linguistics,Longman Dictionary of Language teaching

3. Strategies for Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up and top-down processes. Following the strategies, there are strategies for Reading comprehension¹⁴, such as:

- 1) Identifying the purpose in reading
- 2) Using grapheme rules and patterns to aid in bottom-up
- 3) Using efficient silent reading technique
- 4) Skimming the text for main idea
- 5) Scanning the text for specific information
- 6) Using semantic mapping or clustering
- 7) Guessing when you are not certain
- 8) Analyzing vocabulary
- 9) Distinguishing between literal and implied meaning
- 10) Capitalizing on discourse markers to process relationship

C. Think Aloud

1. Definition of think aloud

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what being read by them. Think-aloud served firstly as a method of measuring the cognitive reading process, then as a metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor

¹⁴ Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman Inc.

their comprehension process.

Another definition of this strategy is provided by Pressley et al. "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it"¹⁵. Through the interaction that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading.

When students use think out loud with teachers and with one another, they gradually internalize this dialogue. It becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes. Therefore, as students think aloud, they learn how to learn, and they develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult.

The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear or making inferences or predictions.

These comments reveal reader' weakness as well as their strengths as comprehend and allow the teacher to assess their needs in order to plan more effective instruction.

¹⁵ McKeown, R. G., & Gentilucci, J. L. (2007). Think-aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. International Reading Association

a. Using of Think Aloud How to use this strategy

Give the students many opportunities to practice this strategy before letting them do it on their own. "When teachers model strategy use (such as through think-alouds) and then provide appropriate scaffolding during practice sessions, students are more likely to become effective strategy users."¹⁶

Below are steps you should consider when using think- aloud with your students.

- 1) Chose a short section of the text (or a short text). The text should be interesting to students and reflect the content of your classroom. The text should also be challenging and present some difficulty to most of your students. Keep in mind the mental processes you will be modeling for your students. Consider what about the text might cause students problems and select which strategies you will model. Give each student a copy of the text. You might also consider projecting a transparency of the text.
- 2) Introduce the text by explaining that you will be modeling a reading strategy, explain why the strategy is important, and when the strategy should be used.
- 3) Read the text out loud and stop often to share your thinking.

¹⁶ Echevarria, J., Vogt, M. E., & Short, D. J. (2008). Making content comprehensible for English learners: The SIOP Model. New York: Pearson

Think-aloud the connections you are making, the images you are creating, the problems you are having with understanding, and the ways you are fixing those problems. Tell your students explicitly what you are doing. You might establish some kind of signal that identifies for your students when you are reading and when you thinking aloud the processes that are occurring in your head. Record your thinking on overhead. Think aloud example such as:

Mathematics: When teaching a new math concept, the teacher can use think-aloud strategies to model what steps students should be taking. The teacher can talk about the questions and processes that need to go through a student's head as they solve the math problem. "Self-regulated learning emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement¹⁷. This is important because students will need to utilize the different strategies they have to complete the math problem.

Science: Teachers can use the think-aloud process to discuss the scientific processes and experiments. When asking students to explore and evaluate, the teacher can model the thought processes and questions that go along with those tasks. This can be critical for students because they will be learning the framework for how to approach a posed science question.

¹⁷ ibid

Reading: While doing an interactive read-aloud, the teacher should model the think-aloud strategy to show students what questions and thought processes need to happen when you read. This will show the students how to make connections, ask the right questions, and predict what will happen next.

Social Studies: While discussing different cultures, places, and historical times, think-alouds can be a great strategy to help students delve deeper into their understanding. The students will use questions modeled by the teacher to help them further their comprehension. If they are reading their text book about a difficult topic, such as the Holocaust, they can use the think-aloud strategy to help them understand better. Two of the key statements that will help students in social studies is: "I was confused by.." or "I have to reread that part because".

D. Previous Study

In this research, the researcher summarizes the relevant previous studies to improve the originality of the research. The first thesis is entitled "The effectiveness of think aloud strategy in teaching reading comprehension on narrative text (An Experimental Study at the eleventh Grade Students of SMA Nurul Hidayah Karang Pucung Waysulan South Lampung in the Academic Year of 2019/2020)". The research was done 2016. The research used pre-experimental research design with quantitative approach. The experimental research design used One-Group Pretest-Posttest. To analyze the data, the researcher was using T-

.test. The result of the result that the students mean in teaching reading comprehension that are taught by the Group Discussion strategy is only 70.62, while the students mean in teaching reading comprehension that are taught by think aloud strategy is 83.98. The result of t-test computation shows that observation is 9.3 while the value table is 3.1. It shows that the observation is higher than table ($t_o > t_t$). Therefore the alternative Hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. In other word, it can be concluded that think aloud strategy is effective to teach English lesson especially for reading comprehension at the eleventh Grade Students of SMA Nurul Hidayah Karang Pucung where the researcher was conducted the experimental research. The gap which makes it different with the current study was the object of the research itself.

The second research was done in 2018. In this research, entitled "Using the Think Aloud Method in Teaching Reading Comprehension". The research was aiming to find out whether students' reading comprehension, particularly in identifying the main idea, supporting details, references, making inferences and interpreting vocabulary, improve after the implementation of this method in the teaching and learning process. The research was done at the eighth grade students of a junior high school in Banda Aceh as the sample of research. The research design also used the pretest and posttest design. The findings of the research was showing that the mean score from the pre-test was 38 while from the post-test was 79. The critical value from t-table was 0.05, while the t- test level of significance was 1.71, so the t-test value was higher than the critical value of t-table ($1.71 > 0.05$). In the research also showed that the reading aspects that improved

most were detailed information, main idea and understanding inferences. The two other aspects, vocabulary and finding references also improved, but not as much as the other three aspects. Thus the hypothesis was accepted that the use of this method could significantly improve the students' reading comprehension at the school under study, especially in comprehending meaning in a descriptive text.





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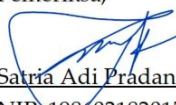
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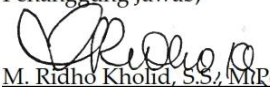
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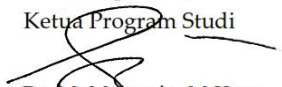
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